

Instructional Core – learning walk questions

- What's the point of the learning walk?
- What are we looking for, and what kind of feedback are we going to give?

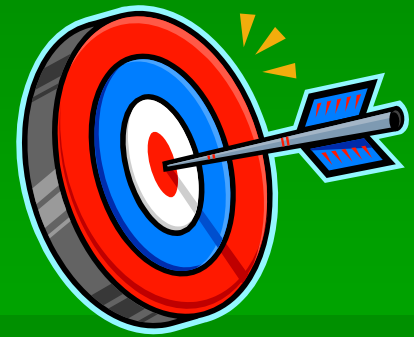
Instructional Core

- Chapter 2 of *Instructional Rounds in Education* (Elmore) explains that having a ‘**theory of action**’ is necessary for reflection and learning.
- One of the ‘theories of action’ inherent in our Instructional Core Plan is that **visible learning targets provide a window into what a teacher wants students to know and be able to do, and those targets should align with the ‘academic task’ that students are doing.**

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Context for 'learning targets':

1. Start with the standards.
2. Create the assessment.
3. Create the scoring guide.
4. Create a model or exemplar.
5. Develop student-friendly learning targets to structure the learning...and keep them in front of the kids!



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Context for 'academic tasks':

1. Accountability lies in the tasks we ask students to do.
2. Observation of student 'academic tasks' will make it possible to predict student performance.

Instructional Core – implications for learning walks

1. Observation of the students working, in the presence of the learning target, provides rich material for discussion about...
 1. What the target says students will know and be able to do. (curriculum)
 2. The way in which the academic task will contribute to the students learning the knowledge and skill. (teacher knowledge and skill)

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- What does the feedback look like?
- Written notes that sum up...
 - Description of the learning target.
 - Description of the student academic task.

Instructional Core - homework

- Look ahead 1 to 2 weeks (or to the end of your next unit).
- Reflect on the unit / daily learning targets (write them if they're not written) and the academic tasks that will prepare students to meet them.
- Make the learning targets visible.
- Make plans to observe in another classroom and DESCRIBE what you see.